

# Kentucky Interagency Transition Council For Persons with Disabilities (KITC)

Quarterly Meeting  
April 28, 2023

## New Representatives

Tara Harmon, Transition Coordinator with WKEC:

- Started on April 1, 2023; part-time until September 2024.
- Working on written exams as a doctoral fellow with the University of Louisville. Focus is transition and parent supports for students with extensive support needs/students of color.
- Prior to UofL and WKEC, taught for ten years in KY public schools in the Western KY region as a mod-severe teacher or learning/behavior co-teacher.

## KITC Updates

Student Representative (Lou-Ann):

- Emailed the flyer on March 30 to the KITC listserv with a request to disseminate. No applications have been received.
  - Amber – will give Lou-Ann a list of SESC RIIT members. They may be able to help with the dissemination. Will also add Lou-Ann to the list for regional job/career fairs.

NTACT:C CBI (Lou-Ann):

- KY will send a team to the NTACT:C [Capacity Building Institute](#) May 16-18, 2023, in Charlotte, NC. Sean Roy will facilitate the KY team.

Focus Groups (Lynn Petrey and Jonathan White):

- The NTACT:C/KITC team has formed focus groups comprised of district staff and facilitators to learn about the student transition experience and collaborative efforts at the local level.
- Four districts have participated in focus groups so far, from the following Educational Cooperative Regions: GRREC, KEDC, KVEC, and CKEC. Three of the four districts are part of the Predictor Implementation Self-Assessment (PISA) group with the American Rescue Plan (ARP). These districts are already forming core transition teams consisting of DoSE's, SE Teachers, and Career and Technical Education (CTE) or Regular Ed Administrators.
- Working on setting up at least two more focus groups, one in the OVEC region and one in the WKEC region.

- Will set up separate focus groups consisting of VR counselors to find out how VR views their relationships with the schools.

## Presentations

Bill Bates, Exceptional Child Education Consultant

Lynn Petrey, American Rescue Plan Advisor

- The Exceptional Child Education Consultant position is part of the Postsecondary Team for OSEEL and is charged with improving Post School Outcomes (PSO) for students with disabilities. This is done through CTE and transition education and is part of the ARP team. The position serves as a liaison between the Office of Special Education and Early Learning (OSEEL) and CTE.
- Perkins V legislation expands opportunities for every student to follow CTE programs of studies. Special populations include individuals with disabilities.
  - CTE pathways are required to have a professional Co-curricular Career and Technical Student Organization (CTSO) that provides leadership development activities.
  - Allows for integrated Professional Development (PD) for core and CTE teachers through cadres, Professional Learning Communities (PLCs), cohorts, networks, etc.
- [KY 2023 CTE Summer Program](#) will take place in Louisville on July 18-21. There will be sessions focused on supporting students with disabilities.
  - The Kentucky Association for Career and Technical Education (KACTE) is offering a [stipend](#) to encourage full-time CTE Middle School teachers to attend the summer program. Giving priority to teachers that team up with a CTE mentor for the conference.
- Piloting an Outreach Coordinator position at Garrard Co. Area Tech Center (ATC) to ensure students with disabilities are included in ATC recruitment/enrollment.
- Another new initiative in CTE programs is Immersive Virtual Reality (IVR) for students with disabilities.
  - Districts can create pathways that will prepare students with disabilities for the workforce.
  - Formed an IVR steering committee comprised of Office of Career and Technical Education (OCTE) leadership/regional consultants, the ARP team, and ATC principals.
  - Working with KY's expert in IVR, Dr. Shannon Putman.
  - 24 ATCs are in the initial pilot to look at IVR in CTE.
- Currently developing an online program called ORI geared towards getting all students ready for certification pathways.
  - Focusing on health sciences and developing an online curriculum to benefit the CTE instructor. CTE instructors often have no educational experience/background.
  - Piloting this program at Fayette Co. with the help of Dr. Rachel Baker.
  - Developed a guidance committee comprised of OCTE leadership, OSEEL, and CTE Principals/Administrators. They will help develop an online curriculum.
- Purpose in Action was a yearlong experience between Woodford Co. HS and Berea Ind. designed around the [United We Learn](#) Initiative.
  - Parker Hannifin out of Lexington, KY, volunteered to open their factory to the Purpose in Action teams. The teams picked out areas to create a modified/accessible work cell prototype.

- Purpose was to promote the visibility of individuals with disabilities among their classmates, the community, local businesses, and the school.
- Included the Eastern Kentucky University (EKU) Occupational Therapy department – went with both schools to look at accessibility at the factory as a whole.
- Parker Hannifin will mesh the two student designs and put them in all their factories in 49 countries. Will deliver two working work cells back to Berea and Woodford Counties to work on credentials. This is for any student wanting to get certified to work on that work cell for Parker Hannifin.
- [The OSEEL Powered by Inclusion Scholarship](#) prepares IEP students for post-school transition. The scholarship is \$2,500 (nonrenewable) and will benefit four students per KY school district.
  - Nominations were due no later than April 28.
- The PISA program is going on in 36 school districts across KY.
  - The school districts formed a transition team consisting of administrators, DoSE's, special and regular Ed teachers, and CTE teachers to determine how to increase transition programming in their school or district.
  - Schools received funding through ARP to implement an action plan.
  - Based around predictor clusters (student skills, career development, collaborative systems, policy) that must touch on an indicator. If a student is involved in one of those indicators, they're more likely to have a positive PSO.
  - The transition team took an NTACT self-assessment, and a dashboard was created to identify target areas the district could focus on moving forward.

### Zach Stumbo, Homeless Education State Coordinator

- Zach has been in the Homeless Education Coordinator position since June 2022. Previously taught 1<sup>st</sup> grade in Boyd Co. for ten years. Obtained Ph.D. in Trauma-Informed Studies in Knoxville, TN.
- Homeless education is rooted in the McKinney–Vento Homeless Assistance Act of 1987.
- In education, homelessness is defined as a nighttime residence that lacks a fixed, regular, and adequate nighttime residence.
- HUD does not consider people in a doubled-up situation as homeless, but in education, we do.
  - Students in a doubled-up situation score in the same range as other students who are living in shelters or on the street.
- Last year KY reported 21,000 students who met the eligibility of homelessness in KY.
  - 1,371 students were eligible to transition.
  - 1,079 graduated; 192 did not graduate.
  - 86% transitioned out and graduated.
- Unaccompanied homeless youth aren't in the physical custody of a parent or guardian even if the parent/guardian has legal custody.
  - These students have the right to school selection/stability, to stay in their school of residence, and the right to transportation.
- Federal law mandates that there must be a local homeless liaison in each district to assist unaccompanied homeless youth.
  - The liaison identifies students, helps provide resources such as help applying for school grants, and helps decide funding/services for students.
  - Unaccompanied youth may show up to school with no documents. Instead of turning students away, they have the right to be immediately enrolled.

- Unaccompanied youth don't have access to financial information when applying for the Free Application for Federal Student Aid (FAFSA). The liaison can sign a letter/form that helps the college designate youth as independent status, which sets them up for different types/amounts of aid. FAFSA verification is the biggest issue in postsecondary.
- One of Zach's responsibilities is to make sure this information is going out across the state and that districts are aware of who the liaisons are. In the fall, they will create a newsletter.
- This information will also be incorporated into a presentation for the [Persistence to Graduation Summit](#). Schools must know how powerful a designation is for homeless students.
- McKinney–Vento stops with graduation from HS. We are concerned because this is a vulnerable population. However, federal law does not have an age limit, however, KY does, which is age 19; eligibility is based on students' housing.
- Local liaisons also ensure that McKinney–Vento status disputes are mediated. Kentucky hasn't had a dispute in over five years. This may be because we have a passionate group of liaisons, family resource centers, and other services (for at-risk populations) that maybe other states don't have.
- The most important part of McKinney–Vento asks states/districts to devise policies to remove barriers that specifically harm homeless students.
- There are usually two schools in contention when talking about school selection: the school of origin, which has the most weight, and the local residential school, where they would now be temporarily residing in their homelessness.
  - If a student gains permanent housing during the school year, they retain their McKinney–Vento designation, transportation rights, Title I funding, and school selection through the current school year.
- Some funding comes from Title I for low-income schools. Every KY district receives some Title I funding.
  - The law requires the designation of some Title I funding for homeless students. The funds must be spent on homeless students, to identify homeless students, or training to identify homeless students.
    - Can also apply for a McKinney–Vento sub grant which Zach administers. This is a 3-year cycle grant in KY. All districts have accepted some amount of ARP.
- State/federal law mandates that each district has a policy that contains a tool or methodology to help homeless students receive credit for work they've done at previous schools, whether partial or complete.

## Agency Updates

OVR (Beth McDaniel, Jonathan White, and Jill Griffiths):

- Planning CWTP for next school year.
- Implementing a new case management system in November, which will be easier for VR staff to work in and will include a consumer portal. Customers can update their addresses and see where they are in their case process.
- Many changes were made to pre-ETS over the last couple of years, and we're now starting to see how that's working. We want students in their first two years to receive the bulk of pre-ETS services and then have them apply for VR services junior/senior year.

- Working on training and trying to adjust Technical Assistance (TA) for next year which will include some face-to-face training. We've already received many applications for next year. Finishing program reviews and getting out end-of-year survey.

#### GRREC (Katrinka Wagoner and Stacie Hutchinson)

- The final RITT meeting for the year is on May 4<sup>th</sup>, and the primary goal is to provide planning opportunities for next year.
- Continuing to work on services at-a-glance document for regional areas.
- Taking a field trip to [The Hive](#), which is a local inclusive clubhouse.
- Working through the ARP grant from OSEEL.
- Collaborating with Monroe Co HS on building meaningful transition activities and building capacity within gen ed/dual credit teachers to help support students with disabilities in their classes.
- Collaborating with a self-advocate to provide training for employers to help build their capacity/confidence in hiring individuals with disabilities after high school.
- Twelve districts are currently involved in the ARP grant. They've been working on getting kids into field trips, local employment opportunities, and family engagement events.
- Also working with KSB/KSD outreach coordinators to have a transition event on November 15<sup>th</sup> for students with visual impairments or deaf/hard of hearing. Will talk about VR services, rights in the workplace, and social security and working. Partnering with Western Kentucky University (WKU) to talk about college life and personal finances.
- Working on district indicator 13 trainings and moving from compliance to building competency. Indicator 13 trainings have been requested by Speech Language Pathologists (SLPs). Held a focused SLP IEP training with a Communication and Assistive Technology (AT) consultant.

#### SESC (Amber Absher)

- Received a transition grant.
  - New transition consultant Carla Jordan will be coordinating next year's transition fairs.
- Received a new mental health grant to put supports in place.
- Scheduling summer institute trainings. There will be two locations in July for teachers.
- Scheduled summer regional and district trainings.
- Continuing Comprehensive Coordinated Early Intervening Services (CCEIS) work and supporting districts in that area.
- Supporting Option 6 teachers through our cadres.
- Continue to perform monthly district record reviews as requested.
- Finishing up a peer support network with Garrard Co.
- Providing Beginning Teacher Induction (BTI) support for new teachers through their first year.
- Updating modules and adding new trainings.
- Preparing for next year's coteaching regional trainings.

#### BHDID (Jeff White)

- Establishing a waiver in Kentucky to provide additional services for people with severe mental illness and deal with homeless issues. Can deal with employment and transition.
- Looking at the final implementation of the home and community-based services final rule. The goal is to make sure people live in all aspects of the community rather than an institution.
- Legislation last year re-established the KY [Employment First](#) Council. Have the full support of the executive branch and legislature.
- The Employment First Council is working with sub-committees to determine how best to promote employment first through existing policies. One subcommittee will focus on transition and will meet with Sean Roy. May also be beneficial to think about a consolidated effort with NTACT and KITC.
- OVR applied for a grant from the Department of Labor (DOL) Office of Disability and Employment Policy called the [National Expansion of Employment Opportunities Network](#) (NEON). This grant looks at policy changes that need to be made within a state to promote employment as the first option for people with disabilities who want to go to work. Ten states (including KY) and D.C. were chosen to be part of the NEON effort. Funding decision-makers (Medicaid, OVR, and educational leadership) are at the same table. Looking at a 3-year effort to make this happen.

#### KY-SPIN (Nick Carpenter)

- KY-SPIN is busy with many trainings this month. Please share the information with parents and families:
  - May 9<sup>th</sup> [Equity and Inclusion for Individuals with Disabilities webinar](#).
  - May 15<sup>th</sup> and 16<sup>th</sup> [Bridging the Gap in Special Education Training for Parents/Families webinar](#).
- KY-SPIN has a [YouTube Channel](#) with great videos.

#### GLEC (Kelly Dockery-Brooks)

- Will provide pre-ETS services to state agency schools.
- Working on another grant for different workshops next year.
- Had a transition fair at Atherton HS, which had a nice turnout.

#### KDE (Tania Sharp)

- Looking forward to the NTACT Capacity Building Institute (CBI) and meeting in person to focus on transition.

#### WKEC (Tara Harmon)

- Planning transition fairs for fall and spring. Plan on having two with the ARP grant (one for the Eastern region and one for the Western region of WKEC).
- Working with consultants for the hearing impaired and teachers for the visually impaired in planning the student transition fair in November.
- Reaching out to one of our districts for the NTACT focus group.

- Trying to get a feel for the ARP Transition grant. Plan on having PD, indicator 13, and family events for which we have money slotted.

#### KDE (Zach Stumbo)

- The goal is to submit a presentation application for the Persistence to Graduation Summit to continue raising awareness for unaccompanied minors and the role liaisons play in that.

#### KYPSO (Tony LoBianco)

- As of yesterday, KYPSO has received 400 responses to the Youth One Year Out (YOYO) former student interview. Thanks to everyone for helping with that. If you don't have an account with KYPSO, let us know, and we can help you set that up. Good for those working in education who want to see data and give districts some prompts.
- Would like to collaborate with Bill, Lynn, and Zach. Can help look at outcomes associated with students going through those programs.
- Submitted an informal data request to KDE. Would like to look at students on the McKinney-Vento Act and how their PSO compares to non-homeless students. Could look at this year or retrospectively.
  - Zach will look into this request.
- Lynn would like to collaborate with KYPSO on approximately 40 PISA districts to see if their KYPSO numbers have increased with the creation of transition teams.
  - Lou-Ann can also help look at and analyze their specific district data.

**Next meeting: Friday, July 28, 2023, from 9:30 am – 12:00 pm ET**

### Attendees

Amber Absher – SESC

Beth McDaniel - OVR

Bill Bates – OSEEL/KDE

Chelsea Bocard - KYPSO/HDI

Emily Borchers - NKCES

Jeff White – BHDID

Jill Griffiths Crabtree – CWTP/HDI

Jonathan White - OVR

Katrinka Wagoner – GRREC

Kelly Dockery-Brooks – GLEC

Lou-Ann Land – KYPSO/HDI

Lynn Petrey – ARP/KDE

Misti Carr - NKCES

Nick Carpenter – KY-SPIN

Stacie Hutchinson – GRREC

Tania Sharp – KDE

Tara Harmon - WKEC

Tony LoBianco - KYPSO/HDI

Zach Stumbo - KDE